

# The DCE Connection

A newsletter for the Developer of Counselor Education

Spring 2001



Mike McGervey, Editor

## Learning Revisited

*Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is — his good, pleasing and perfect will.*  
— Romans 12:2 (NIV)

I have often referred to Romans 12:2 as the DCE verse because it contains the essence of what we try to *teach* counselors. I would like to take that passage apart and share my thoughts about why it is such an important passage for DCEs.

- The *challenge*. We are to “not conform to the pattern of this world.” That’s exactly the challenge we try to bring to our Cadets. There is nothing in our society that gives us what God has for us. The Christian is the ultimate nonconformist.

- *What* we need to do. It’s simple, “be transformed.” Change! But, that’s not always so simple, is it?

- *How* we are to do it. “By the renewing of your mind.” We change what we do by first changing our minds.

- God’s promised *result*. The ability to “test and approve what God’s

will is.” It’s not simply a matter of receiving the information about God’s will for us, or even understanding it. “Be transformed by the renewing of your mind” requires that we evaluate God’s will and make a personal decision to “approve” it.

- God’s promised *benefits*. We will then discover “his good, pleasing, and perfect will.” We cannot grasp those benefits until we have been transformed.

When cadeting works (and it doesn’t always!), it’s because a counselor provides his boys with experiences that enable them to discover God in their own world. It happens also because that counselor helps his boys understand those experiences in the light of God’s Word. That doesn’t just happen during Bible lesson discussion or while working on Bible merit badges. It happens through the combination of experiences that evolve over the course of the Cadet season. As a DCE, your task is to

help counselors learn how to use all of the Cadet experiences to open the lives of their Cadets to the transforming power of the Holy Spirit. You don’t do that by *telling* them what to do and how to do it. You enable them to *discover* what’s available to them in the Cadet program, what it means in terms of their ministry to boys, and how they can and will use what they are discovering to enrich their Cadets’ experience with God.

The back page focuses on using questions to facilitate all this. Remember that the purpose of training is to make learning possible.

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## STC Corner

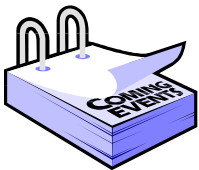
During the annual RTC Conference, the RTCs and I review the forms and other materials available to help DCEs and their teams. During this review, we assess whether these forms are meeting the needs of the DCEs and their teams. We also look at the need for other materials that could help improve the performance of the teams.

During this year's review — and in response to the questions being asked by team leaders, DCEs, and council boards about what they should be expecting from the team leaders — the RTCs felt there was something that could really benefit DCE teams. That "something" is a DCE team leader job description. So we went to work to determine what to include in this job description. From that, I was assigned the task of putting the job description together. After its completion, we discussed the best way to get it out to all the DCEs. The answer was the *DCE Connection*. So you will find this job description enclosed with this issue of the *DCE Connection*. Please read it and put it into your *DCE Manual* at the end of section #2 (The DCE Team).

If you feel we have overlooked something, send your comments and suggestions regarding this job description to me via e-mail (Bernard@Teeninga.com) or mail it to the Corps office at PO Box 7259, Grand Rapids, MI 49510-7159.

We are sure this job description will help team leaders focus on the tasks that need to be accomplished. We designed it to help them understand the role they play in the DCE team. And we pray that as you use it, your team will be strengthened so they can provide the best training possible for the counselors of your council.

Together in His ministry,  
Bernard Teeninga



### Phase 1 DCE Training

- Dundas, Ontario — Mar. 22–24

### Phase 3 DCE Training

- Grand Rapids — Oct. 25–27

### Phase 3 DCE Training

- Grand Rapids — Mar. 1–3



## Building Your DCE Team

Periodically it's wise to spend the last five to ten minutes of a team meeting evaluating how the meeting went. Here's a list of questions to ask.

How well did we ...

- clarify our meeting objective?
- review our agenda?
- work through the agenda items?
- achieve our meeting agenda?
- utilize the knowledge and experience of members?
- reach consensus when making decisions?
- trust and level with each other?
- actively involve ourselves in the meeting?
- set the objectives and suggest agenda items for our next meeting?

Then ask two final questions.

- What *worked well* in this meeting?
- What *improvements* should we make for our next meeting?

The final question will enable you to focus toward improving in the future.

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There's lots of free stuff on the Internet. Enter the word "free" at [www.google.com](http://www.google.com), and see what you can find. Here's what caught my eye...

- TheFreeSite.com
- Adobe Acrobat Reader
- Real.com (RealPlayer)
- Computing Dictionary
- HotMail (free e-mail)
- Yahoo! GeoCities
- Angelfire (free website)
- Free graphics
- Free Internet encyclopedia
- Free-Ed.Net (education)
- Free software
- Alnet.com (free web tools)

The items above were gleaned from nine pages of listings on the Internet, so you are sure to find things that will interest you.

Enjoy the search!



## Take time to READ!

### Your Counselor's Manual — all of it!

There are two reasons to do this. First, you will become familiar with what your counselors need to become *aware* is in their manual. Second, you will discover lots of new ideas for workshops — especially when you come across answers to questions you have heard counselors ask.

## Training Tips ....



- Here's a simple checklist to make certain you are ready to conduct an effective workshop. Use it about 15 minutes before you begin.
  - The workshop room is set up for the participants' benefit.
  - Participants will be able to hear me.
  - Participants will be able to see the overhead and flipchart.
  - Training materials are organized for easy delivery to participants.
  - I have activities ready to help participants learn the material.
  - I have a list of upcoming workshops that I will announce at the end.
- When you need a volunteer to be a group leader, help you with a task, etc., it can be difficult to get someone to respond. Here's a fun way to do it. Ask, "May I please see the hand of an honest person?" (or: "good person," "fun person," or whatever). Invariably, hands will go up. Select the people you need, tell them what they will be doing, and thank them for volunteering. This will get them laughing and loosen up the group.
- The back page of this newsletter focuses on using questions to facilitate learning during a workshop. You can also use questions at the end to help participants review what they learned. Place some of the questions used during the workshop on 3x5 index cards, one question per card. Place the cards, face up, on a table. Divide the participants into groups of two or three. Ask each group to come to the table, select one (or more) question(s) they would like to answer, and then go back and spend two or three minutes discussing their answers. Have the groups present their questions and their answers, using the sequence of how they were used during the workshop.
- Here's another technique to help participants review what they have learned — during, at the end, and after the workshop. Hand out 3x5 index cards at the beginning of the workshop. Explain that even though everything in your workshop will be valuable, three or four ideas will emerge that could help them be better Cadet counselors. Ask them to write those ideas on their index cards as they come up. Refer to them as "Aha Cards." You can use these cards to review material throughout the workshop. This periodic review also serves as a motivation for participants who might otherwise not tune in, to look for key ideas. At the end of the workshop, encourage participants to put their Aha Cards where they'll see them every day — on bathroom mirrors, on their car dashboards, in their day planners, etc. Then give them a few moments to add any last minute ideas before they leave.
- Here is the biggest and best training tip of them all! Stop and pray before each workshop. Pray that participants will be receptive to what you have for them. Pray that you will be sensitive to their needs, and that what you do will make it possible for them to learn.

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# The Question Is ...

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Good questions are an essential part of good learning. Without strong questioning skills, you simply become a dispenser of information. If the information you present is to become transformed into *knowledge*, your workshop participants need to interact with that information (remember that term?). That's all well and good, but you may find yourself wondering what questions you should ask. The answer comes in two parts.

## The basic questions for each learning level

1. For **Awareness Level** learning:
  - What does it say? The purpose is to send them to the information source for the answer rather than test their memory. The more you help them use their Cadet program source material, the more they will turn to that material for other answers.
2. For **Discovery Level** learning:
  - What does it mean? Don't look for "right" answers; encourage everyone to express their opinions and give their insights. This is how they discover what the information means — transforming it into knowledge.
3. For **Application Level** learning:
  - How can we apply it? Once they understand what it means, they can begin looking for ways to use that knowledge. This question asks them to explore a variety of different ways.
  - How will you apply it? This question asks them to personalize the use of that knowledge. It gets them to connect that knowledge to their own situation and see how it can be used.

## Three other types of questions

1. **Why?** This question requires people to analyze cause → effect relationships, which is the basis of problem solving. "Why?" is the favorite question of four-year-olds. It is the tool for figuring out stuff. One study showed that the "why?" question occurs most often in kindergarten classrooms and least often in high school. That's sad. We need to challenge ourselves and each other more often with this critical thinking question.
2. **How?** This is the inventor's favorite question. It's the tool which fixes the broken furnace and is the basis for many of the changes we experience. "How?" inspires software developers to keep sending us upgrades and the hardware folks to keep creating faster chips. As one person said, "How' is the reformer's passion and the hero's faith."
3. **Which?** This is the most important question because it determines what we become. It's the question that leads to making choices. Which school or trade should I pick for myself? As Robert Frost wrote in "The Road Not Taken" —

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth; ...

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I —  
I took the one less traveled by,  
And that has made all the difference.

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